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ABSTRACT

This guide will help teachers and program specialists design a comprehensive K-12 social studies program using goal-based concepts and generalizations. Although written for use in Oregon, the document can be used by educators in other states. The major section of the guide, "Pattern for Units and Courses," outlines concepts, generalizations, goals, and skills that should be taught at each grade level. A number of other helpful resources are also included in the guide. A sample purpose statement for social studies is provided. Program goals which address both the cognitive and affective domains are suggested. Skills essential to the social studies are listed and defined. A brief section on how to assess the social studies program is included. The appendices contain the following resources: an article presents some ideas about how people learn; Oregon State requirements for social studies are discussed; and the organization and operation of the Oregon State Textbook Commission and the adoption process are examined. A checklist to help educators review and evaluate their social studies program is included. The appendices conclude with a listing of resources useful in building a K-12 social studies curriculum and a discussion of social studies for exceptional students. A related document, SO 013 465, describes learning activities which will help students develop the concepts listed in the guide. (Author/RM)

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SOCIAL STUDIES IN OREGON SCHOOLS

A guide to developing a comprehensive program for grades Kindergarten through Twelve

Spring 1981

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SO 013 464

FOREWORD

Social Studies in Oregon Schools offers direction for local school district social studies programs. On the following pages are guidelines which should prove useful to curriculum planners, teachers, students and others interested in social studies curriculum development.

The future well-being of our nation depends, in large measure, upon the preparation of our young people to assume their places of leadership and support as adults. The social studies program should provide a foundation for student growth, development, and successful adaptation to a society characterized by its complexity, rapid rate of change, and global interdependence. Quality programs do much to help us achieve our overall goal of excellence in education—providing students with the best that education has to offer.

The Department's social studies specialist is available to help districts develop and implement quality programs. Contact the specialist for help in planning curriculum, for suggested resources and for inservice training of teachers; telephone 378-4042, or toll free in Oregon 1-800-452-7813.

Verne A. Duncan
State Superintendent of
Public Instruction

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ACKNOWLEDGMENTS

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INTRODUCTION

Social Studies in Oregon Schools suggests a pattern for the development of a comprehensive social studies program, grades kindergarten through twelve. The intent of the guide is not to prescribe a program, ready for district adoption; rather, it offers suggestions which districts may adapt for use locally. Chiefly it demonstrates how any social studies program can be designed or revised using goal-based concepts and generalizations.

At the elementary and secondary levels, social studies is used as an umbrella term to include history and all of the social sciences—government, sociology, psychology, economics, geography and anthropology, as well as global studies and topics of current concern. Today, a well-rounded social studies program includes instruction in state requirements[1] such as United States history, global studies, government, geography and history at the elementary level, ethics and morality (ORS 336.067[2]), and contributions of organized labor (HJR 74), and often includes local requirements such as Oregon and Pacific Northwest history, and a study of the Constitution of the United States. Since it would not be feasible to offer a course in each of these subjects to every student, this publication suggests ways to develop a comprehensive curriculum for social studies.

Goal-Based Planning for Social Studies

Goals give purpose and direction when planning activities and they provide a common language for discussing the merits of activities as they are carried out. As a reference for planning, districts use state goals, district goals, program goals, course goals.

State goals describe what the Oregon Department of Education thinks a student ought to learn in public school. District goals describe what the local community and its schools think a student ought to learn in school locally, and how such learning relates to state goals. Program goals describe what local curriculum planners and teachers think a student ought to learn in social studies and how such learning relates to district goals. Course goals describe what teachers think a student ought to learn in a social studies course, for example U. S. History, and how such learning relates to program goals.

Competence Requirements

Competence is a separate but related part of goal-based planning. It is one of three graduation requirements (OAR 581-22-316). While districts plan and evaluate instruction by means of goals, minimum requirements for graduation are based on credit, attendance and competence.

Competence means being capable, and students indicate competence by demonstrating their knowledge and skills. Districts verify student competence through the local list of indicators of competence (what many people have called "competencies").[3]

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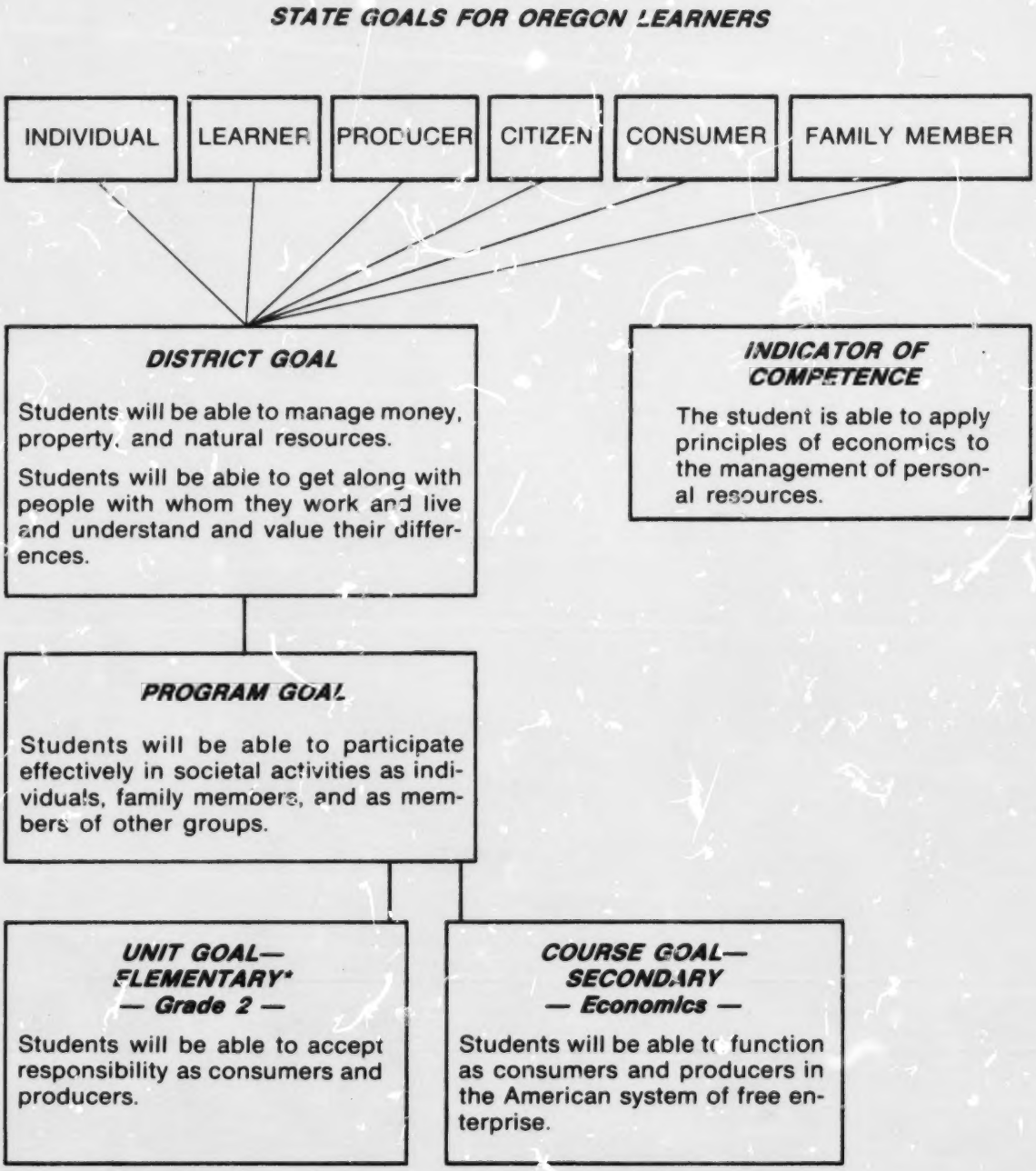
[1] See Appendix, page 25, for more discussion of state requirements.

[2] *Ethics and Morality: Suggested Activities for Instruction as Required by ORS 336.067* (Salem: Oregon Department of Education, 1978).

[3] *Standards Guidelines: Competence Guidelist* (Salem: Oregon Department of Education, 1980), page 2.

For example, in social studies:


STATE GOALS FOR OREGON LEARNERS
INDIVIDUAL
LEARNER
PRODUCER
CITIZEN
CONSUMER
FAMILY MEMBER
DISTRICT GOAL
Students will be able to manage money, property, and natural resources.
Students will be able to get along with people with whom they work and live and understand and value their differences.
INDICATOR OF COMPETENCE
The student is able to apply principles of economics to the management of personal resources.
PROGRAM GOAL
Students will be able to participate effectively in societal activities as individuals, family members, and as members of other groups.
UNIT GOAL— ELEMENTARY* — Grade 2 —
Students will be able to accept responsibility as consumers and producers.
COURSE GOAL— SECONDARY — Economics —
Students will be able to function as consumers and producers in the American system of free enterprise.

*The term *unit goal* is used at the elementary level in lieu of *course goal*, since elementary classes are generally not divided along the high school course pattern.

The system of goals is designed to help the teacher and program specialist plan their own social studies program. It promotes a framework for planning that may be shared by all those doing similar planning. It helps in planning for individual student goals and interests to be done within the limits of available resources. It should not be used to limit what is planned. Rather it should be used as a starting place.[4]

Taking a Goal-Based Concept Approach

When designing or revising any social studies program, district personnel first should be sure that they have a purpose (a rationale, a philosophy statement) for social studies.[5] Next, they should write or revise their program and course goals. Then, concepts and generalizations should be identified and selected, and placed in an appropriate sequence for grades K-12. (In this guide, *concepts* are categories of information; *generalizations* refer to statements of relationships between and among concepts.) As a final step, personnel should determine the content and skills that will develop the selected concepts most effectively, in light of available materials, the age level and perceived needs of students, and the wishes of the local community. Selecting and organizing content, however, does not insure that specific skills will be learned or that desired attitudes or thinking processes will be developed. Such learning and development depend more upon the selection and implementation of daily learning activities.

This program guide, then, along with sample activities for every grade (any or all of them available by writing or telephoning the state social studies specialist), provides suggestions, samples, and a pattern for curriculum development and improvement in social studies. Both this guide and the activities are *examples* for curriculum development and improvement.

In the goal-based concept approach used here, instruction need not attempt to "cover"; rather, concepts are reinforced by examples drawn from the content. Concept-based instruction provides students with opportunities to compare and contrast information, to find similarities among differences. Students can then draw generalizations, which they may later apply to other like subject matter—more "mileage" is gained from each activity.

The suggested social studies program goals address both the cognitive and affective domains, and skills essential to the social studies have been identified. Together, these should help to produce knowledgeable and sensitive students responsible to participate in a democracy.

The Pattern for Units and Courses (beginning on page 11) should be used to determine the grade levels where concepts and generalizations are introduced and developed. For example, the concept "interdependence" is introduced at the kindergarten level and further developed at grades one, two, six, nine, and in the courses of United States history, and global studies. The same tracing of goals, skills, content, community resources and social studies disciplines can be done throughout the K-12 program.

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[4]For more information on goal-based planning, see Oregon Department of Education publications *Elementary-Secondary Guide for Oregon Schools: Part II, Suggestions* (1977), *Planning the Education of Oregon Learners: Setting Goals* (1975), and *Writing District, Program and Course Goals* (1977) and *Measuring Performance: Verifying Competencies through Observation and Judgment* (1977).

[5]See page 5 for a sample statement of purpose.

SAMPLE PURPOSE STATEMENT FOR SOCIAL STUDIES[6]

Social studies is concerned with the enhancement of human dignity through learning and is committed to rational processes as a principle means of attaining that end. Although this dual purpose is shared with other curricula, it clearly directs the particular purposes and the guidelines for social studies.

Human dignity means equal access to the rights and responsibilities associated with membership in a culture. In American culture, human dignity has long included ideas such as due process of law, social and economic justice, democratic decision making, free speech, and religious freedom. Current use of the term has expanded beyond its political and economic connotations to include self-respect and group identity. The idea of human dignity is dynamic and complex, and its definition is likely to vary according to time and place. The essential meaning, however, remains unchanged: Each person should have opportunity to know, to choose, and to act.

Rational processes refer to any systematic intellectual efforts to generate, validate or apply knowledge. They include both the logical and empirical modes of knowing. Strategies for evaluating and decision making are inherent. Rationality denotes a critical and questioning approach to knowledge but also implies a need for discovering, proposing, and creating. The rational individual doubts but also believes. The ultimate power of rational processes resides in the explicit recognition of each person's opportunity to decide for himself/herself the values chosen, in accord with the evidence available, and the rules of logic. Therein lies the link between human dignity and the rational processes.

Without action, neither knowledge nor rational processes is of much consequence. This century has witnessed countless blatant violations of human dignity in the midst of supposedly well-educated populaces. It has been frequently asserted that knowledge is power; however, the evidence that people who know what is true will do what is right is scarcely overwhelming. Commitment to human dignity must put the power of knowledge to use in the service of human kind. Whatever students of social studies learn should impel them to apply their knowledge, abilities, and commitments toward the improvement of the human condition.

In a democracy, citizens are expected to be well-informed and involved. Those who seek to resolve social issues without concomitant understanding tend not only to behave irresponsibly but in ways that are not beneficial to the whole. Therefore, knowledge, reason, commitment to human dignity, and action are to be regarded as complementary and inseparable

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[6]A very useful reference when developing a purpose statement is the NCSS position statement, *Social Studies Curriculum Guidelines* (Washington, DC: National Council for the Social Studies, 1971).

SUGGESTED PROGRAM GOALS FOR SOCIAL STUDIES[7]

Students will be able to apply historical background for understanding contemporary politics and decision making.

Students will be able to understand and apply generalizations and interdisciplinary concepts drawn from various social sciences.

Students will be able to develop and apply a variety of intellectual and action skills appropriate to the social studies.

Students will be able to understand and regard individual and cultural differences and similarities.

Students will be able to develop an awareness of self and society's values, and be able to identify individual positions.

Students will be able to accept people as individuals and respect them for their dignity and worth.

Students will be able to participate effectively in societal activities as individuals, family members, and as members of other groups.

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[7] *Elementary-Secondary Guide for Oregon Schools: Part II, Suggestions* (Salem: Oregon Department of Education, 1977), page 71.

SOCIAL STUDIES SKILLS

Thinking Skills —

Observing/Listening	Data are gathered through the senses, most frequently the visual and auditory senses; however, taste, smell and touch also may be used to gather information. Observing/listening skills entail only the simple gathering of information to provide the basis for higher-level thinking skills.
Recalling	Memory is needed to recall information which students have gleaned through observation/listening, or the information may be generalizations, evaluations, or information stored from previous learning experiences.
Classifying	Information or items are grouped according to elements held in common.
Comparing and contrasting	The likenesses and differences between or among items are determined.
Generalizing	Generalizations are drawn from comparisons and contrasts. Essentially, generalizing is the finding of a similarity among differences in specific, known events, people or ideas and assigning the similarity to an entire group of events, people or ideas. Students should be taught to use qualifiers when making generalizations; e.g., People *often* assume different roles for different groups; The role of an individual within a family *may be* influenced by the composition of the family.
Applying	Knowledge or skills learned in one setting are used in a new or different situation.
Analyzing	A generalization is broken down into its basic concepts and the relationships among the concepts are examined.
Synthesizing	Synthesizing is the compiling and organizing of known facts, ideas or materials and creating a new fact, idea or product.
Predicting/ Hypothesizing	Knowledge gained from past experience is used to forecast the course of an event in the future.
Evaluating	Judgments are made on the basis of external, specified criteria or on the basis of personal beliefs and feelings.
Identifying problems	An uncomfortable or undesirable feeling or situation is examined and stated in the form of a problem needing a solution or a question needing an answer.
Proposing solutions	Answers or means of resolving a problem are put forth. In brainstorming, all possible solutions are expressed before evaluating them for feasibility.

Map and Globe Skills —

Direction	North, south, east and west, latitude, longitude, the equator,

	the North and South Poles are used with maps and the environment.
Location	Places are found on maps and in the environment by utilizing direction, grids, recognition of continents, latitude, longitude.
Scale and distance	Scales of maps are understood and used to determine distances between locations.
Map symbols	Commonly used map symbols and colors are used to locate places and to gain geographic information about a place or region.
Interpretation of maps	The skills involved in direction, location, scale and distance, and map symbols are used to compare and contrast areas and to form generalizations.
Reading Skills —	
Increasing vocabulary	Meanings of unfamiliar words are determined and added to the student's reading, thinking and speaking word usage. New connotations or ways of looking at familiar words are learned.
Comprehending	Material is read and understood to a degree that the reader is able to explain it to others, determine whether it is fact or opinion, determine if it supports or refutes a position.
Organizing information	Information is organized by means of notetaking, outlining, developing charts, graphs, displays and/or preparing written or oral reports.
Interpreting graphics	Tables, diagrams, cartoons, photos, illustrations, graphs, and charts are used as sources of information.
Using reference tools	Parts of books such as the index, glossary, table of contents, chapter and paragraph headings are used to locate information. Newspapers, magazines, dictionaries, encyclopedias, globes, telephone directories, bus, train, and airline schedules, the *Reader's Guide*, card catalogs are used to gain information. Textbooks may be used as reference tools.
Social Analysis Skills —	The reasons why people think and act as they do are considered.
Citizenship Skills —	Acts which contribute to the well-being of others and self are practiced.
Mathematics Skills —	
Computing	Problems are solved through the use of the arithematic skills of adding, subtracting, multiplying and dividing.
Graphing/Charting	Quantitative data are presented through graphs or charts.
Communication Skills —	
Interviewing	A conversation is conducted for the purpose of gaining information.
Writing	Information is sought or reported in writing.
Verbal reporting	Information is presented orally as a traditional oral report, a panel discussion, as a debate, dramatic production or role playing.

SUMMARY OF PATTERN FOR SOCIAL STUDIES UNITS AND COURSES

Kindergarten	Building a strong self-concept requires that we understand and accept ourselves.
	People often assume different roles for different groups or situations.
First Grade	The role of an individual within a family may be influenced by the composition of the family.
	The school environment enables children to develop interpersonal relationships with adults and peers.
Second Grade	People use resources as producers and consumers.
Third Grade	People live in communities in order to better satisfy their needs.
Fourth Grade	Planned management of natural resources contributes to the economy and livability of a region.
	People use a variety of resources to meet their needs for energy.
Fifth Grade	The Western Hemisphere was claimed by early explorers for several European nations.
Sixth Grade	Technological advances enable people to expand their environment and adapt to it.
Seventh Grade	People consider physical location, weather and climate, and availability of resources in selecting sites for settlements.
Eighth Grade	U. S. History: As the United States expanded its frontiers and became more industrialized, it assumed a position of leadership in the world.
Ninth Grade	Civilizations tend to retain those aspects of their culture which they value. Changes may occur due to adoptions from other cultures.
	Local, state and federal governmental structure helps people to meet their needs and wants.
United States History	U. S. History: Change is inevitable in all human activities; The rate and degree of change may vary.
People and Society	Primitive Peoples: The ethnic and cultural heritage of an individual, a family or a group tends to be modified by contact with people of a different value system.
World Studies	The Third World: Knowledge of a culture, a nation or a region leads to better understanding and may influence political and economic relations.

PATTERN FOR UNITS AND COURSES

KINDERGARTEN

Building a strong self-concept requires that we understand and accept ourselves.	**Generalization**	**People often assume different roles for different groups or situations.**
Self-concept Interdependence Acceptance Dignity of individuals	**Concepts**	Rights and responsibilities
Every student shall have the opportunity to learn to function effectively in the life role of **individual** (OAR 581-22-201).	**State Goal**	Every student shall have the opportunity to learn to function effectively in the life role of **producer.**
Students will be able to develop good character, self-respect, pride in work, and a feeling of self-worth through positive reinforcement.	**District Goal**	Students will be able to get along with people with whom they work and live, and understand their differences.
Students will be able to develop an awareness of self and society's values, and be able to identify individual positions.	**Program Goal**	Students will be able to participate in societal activities as individuals, family members, and as members of other groups.
Students will be able to develop personal senses of worth as unique and worthwhile individuals.	**Unit Goal**	Students will be able to function as responsible persons in a variety of groups and situations.
Thinking Reading	**Skill Development**	Thinking Reading Also consider: Career education Career awareness
Personal characteristics Family structure	**Content**	Career education
	Community Resources	Supermarket or grocery Parent
Psychology Sociology	**Social Science Disciplines**	Sociology

FIRST GRADE

The role of an individual within a family may be influenced by the composition of the family	**Generalization**	**The school environment enables children to develop interpersonal relationships with adults and peers.**
Role-duties Family members Difference Dignity of individuals Change Interdependence	**Concepts**	School environment Cooperation Peers Rights and responsibilities Adults Interdependence
Every student shall have the opportunity to learn to function effectively in the life role of **family member.**	**State Goal**	Every student shall have the opportunity to learn to function effectively in the life role of **individual.**
Students will be able to recognize, understand, and cope with the changes in themselves and their environments.	**District Goal**	Students will be able to develop good character, self-respect, pride in work, and a feeling of self-worth through positive reinforcement.
Students will be able to understand and regard individual and cultural differences and similarities.	**Program Goal**	Students will be able to develop an awareness of self and society's values, and be able to identify individual positions.
Students will be able to describe roles within families.	**Unit Goal**	Students will be able to demonstrate knowledge of the roles of school personnel through interpersonal relationships with them.
Thinking Communication Mathematics Reading Also consider: Awareness of strengths and constraints of individuals who are handicapped	**Skill Development**	Thinking Map and globe Reading Communication Citizenship
Family structure	**Content**	School
	Community Resources	School building School personnel
Sociology Anthropology	**Social Science Disciplines**	Sociology Economics

SECOND GRADE		THIRD GRADE
People use resources as producers and consumers.	**Generalization**	**People live in communities in order to better satisfy their needs.**
Resources Needs Producers Environment Consumers Interdependence	**Concepts**	Government, private and public services Community Decision making Needs Multiple causation
Every student shall have the opportunity to learn to function effectively in the life roles of **consumer** and **producer.**	**State Goal**	Every student shall have the opportunity to learn to function effectively in the life role of **citizen.**
Students will be able to manage money, property and natural resources.	**District Goal**	Students will be able to get along with people with whom they work and live, and understand their differences.
Students will be able to participate in societal activities as individuals, family members, and as members of other groups.	**Program Goal**	Students will be able to accept people as individuals and respect them for their dignity and worth.
Students will be able to accept responsibility as consumers and producers.	**Unit Goal**	Students will be able to specify common needs of people and where they can be met in the community.
Thinking Mathematics Reading Citizenship Communication	**Skill Development**	Thinking Map and globe Reading Communication Mathematics Also consider: Career education
Resources Banking	**Content**	Local community
Bank official School personnel Business person Parents	**Community Resources**	Local community Resource persons concerned with physical and mental health City council meeting District superintendent of schools
Economics	**Social Science Disciplines**	Political science Sociology Geography History

FOURTH GRADE

People use a variety of resources to meet their needs for energy.	**Generalization**	**Planned management of natural resources contributes to the economy and livability of a region.**
Resources Energy Needs Societal control Change Environment Scarcity	**Concepts**	Planned management Livability Natural resources Region Public-private Scarcity
Every student shall have the opportunity to learn to function effectively in the life role of **consumer**.	**State Goal**	Every student shall have the opportunity to learn to function effectively in the life role of **consumer**.
Students will be able to manage money, property, and natural resources.	**District Goal**	Students will be able to manage money, property, and natural resources.
Students will be able to participate in societal activities as individuals, family members, and as members of other groups.	**Program Goal**	Students will be able to participate in societal activities as individuals, family members, and as members of other groups.
Students will be able to describe the availability or unavailability of energy resources in the Pacific Northwest and its effects on lifestyles.	**Unit Goal**	Students will be able to actively participate in one project related to planned management of a local natural resource.
Thinking Mathematics Reading Social analysis Communication Also consider: Career education	**Skill Development**	Map and globe Thinking Mathematics Social analysis Citizenship Reading Communication Also consider: Career education
Energy resources	**Content**	The Pacific Northwest: Oregon, Washington, Idaho
Local electric utility Local automobile dealers	**Community Resources**	Parks Farm implement dealers Irrigation districts Farms Bureau of Land Management Soil Conservation Service Fish and Wildlife Commission County historical society, Museum
Economics Geography	**Social Science Disciplines**	History Geography Economics Political science

FIFTH GRADE		SIXTH GRADE
The Western Hemisphere was claimed by early explorers for several European nations.	**Generalization**	**Technological advances enable people to expand their environment and adapt to it.**
Western Hemisphere Explorers European nations Decision making Multiple causation	**Concepts**	Environment Technology Expansion Cooperation Interdependence Adaption Resources
Every student shall have the opportunity to learn to function effectively in the life role of **learner.**	**State Goal**	Every student shall have the opportunity to learn to function effectively in the life role of **citizen.**
Students will be able to gain a general education with emphasis on skills in reading, writing, speaking, grammar, listening, basic mathematics, and physical and mental health.	**District Goal**	Students will be able to assume responsibility for and be accountable for their individual behavior and learning.
Students will be able to develop and apply a variety of inteilectual and action skills appropriate to the social studies.	**Program Goal**	Students will be able to understand and apply generalizations and interdisciplinary concepts drawn from the various social sciences.
Students will be able to gather data, analyze them and reach generalizations.	**Unit Goal**	Students will be able to apply technology to expanding their sense of the school environment, and adapting to it.
Map and globe Communication Thinking Reading Mathematics Also consider: Career education	**Skill Development**	Thinking Map and globe Reading Mathematics Communication Social analysis Also consider: Career education
Leif Ericson Columbus Vespucci Cartier Hudson Cortes de Vaca Coronado de Soto Champlain coureurs de bois	**Content**	Antarctica Space The oceans
	Community Resources	
History Geography	**Social Science Disciplines**	History Political science Geography

SEVENTH GRADE		EIGHTH GRADE
People consider physical location, weather and climate, and availability of resources in selecting sites for settlements	**Generalization**	**United States History: As the United States expanded its frontiers and became more industrialized, it assumed a position of leadership in the world**
Weather and climate Location Resources Settlements	**Concepts**	Expansion Conflict resolution Industrialization Social control World leadership Dignity of Individuals
Every student shall have the opportunity to learn to function effectively in the life role of **learner.**	**State Goal**	Every student shall have the opportunity to learn to function effectively in the life role of **citizen.**
Students will be able to gain a general education with emphasis on skills in reading, writing, speaking, grammar, listening, basic mathematics, and physical and mental health.	**District Goal**	Students will be able to get along with people with whom they work and live, and understand their differences.
Students will be able to develop and practice a variety of intellectual and action skills appropriate to the social studies.	**Program Goal**	Students will be able to understand and apply generalizations and interdisciplinary concepts drawn from the various social sciences.
Students will be able to gather and apply geographic data to explain how environment influences people's activities.	**Course Goal**	Students will be able to explain problems brought about by the expansion and industrialization of America.
Thinking Mathematics Reading Social analysis Map and globe Communication Also consider: Career education	**Skill Development**	Thinking Communication Reading Map and globe Also consider: Career education
Map study Selected Oregon cities: Portland, Salem, Eugene, Coos Bay, Medford, La Grande, Lakeview, Bend, Pendleton, Jacksonville, Albany, Corvallis	**Content**	United States history 1783 to the present
Weather service Planning commission	**Community Resources**	Great Depression era resource persons
Geography	**Social Science Disciplines**	History

NINTH GRADE

Civilizations tend to retain those aspects of their culture which they value. Changes may occur due to adoptions from other cultures.	**Generalization**	**Local, state and federal governmental structures help people to meet their needs and wants.**
Culture Religion Resources Morality Interdependence	**Concepts**	Local, state, and federal governments Social control Citizenship Legislative, executive, and judicial branches
Every student shall have the opportunity to learn to function effectively in the life role of **citizen.**	**State Goal**	Every student shall have the opportunity to learn to function effectively in the life role of **citizen.**
Students will be able to get along with people with whom they work and live, and understand their differences.	**District Goal**	Students will be able to understand and practice ideas and ideals that will encourage thoughtful patriotism, an understanding of democratic processes, and willing participation in those processes.
Students will be able to understand and regard individual and cultural differences and similarities.	**Program Goal**	Students will be able to participate in societal activities as individuals, family members, and as members of other groups.
Students will be able to demonstrate an understanding and respect for individual and cultural differences and similarities.	**Course Goal**	Students will be able to explain some services of local, state, and federal governments.
Thinking Map and globe Reading Communication Social analysis Also consider: Career education	**Skill Development**	Thinking Reading Citizenship Communication Also consider: Career education
India	**Content**	Local, state, and federal governments
Residents of, or visitors to or from, Japan and India	**Community Resources**	Records and elections department Courthouse City council Other government officials Superintendent of schools
Anthropology Sociology Economics	**Social Science Disciplines**	Political science

UNITED STATES HISTORY		PEOPLE AND SOCIETY
United States History: Change is inevitable in all human activities; the rate and degree of change may vary.	**Generalization**	**Primitive Peoples: The ethnic and cultural heritage of an individual, family, or group tends to be modified by contact with people of a different social system.**
Change Equality-inequality Bias Dignity of individuals Perspective Interdependence	**Concepts**	Heritage Needs Morality Rights and responsibilities Primitive peoples Culture
Every student shall have the opportunity to learn to function effectively in the life role of **individual.**	**State Goal**	Every student shall have the opportunity to learn to function effectively in the life role of **family member.**
Students will be able to examine and use information and apply these skills in decision-making and problem-solving processes.	**District Goal**	Students will be able to recognize, understand, and survive the changes in themselves and their environments.
Students will be able to develop an awareness of self and society's values, and be able to identify individual positions.	**Program Goal**	Students will be able to understand and regard individual and cultural differences and similarities.
Students will be able to recognize and accept change as a part of life.	**Course Goal**	Students will be able to apply the knowledge learned of the effects of contact by primitive peoples with different social systems to personal experiences similar in nature.
Thinking Reading Communication	**Skill Development**	Thinking Map and globe Reading Communication Social analysis Also consider: Career education
United States History	**Content**	Tassadays of Mindanao Amazon Tribes of Brazil Australian Aborigines Bushpeople of the Kalahari New Guinea Tribes
Labor leader Panel of women	**Community Resources**	Anthropologist
History	**Social Science Disciplines**	Anthropology Geography

GLOBAL STUDIES

The Third World: Knowledge of a culture, nation, or region leads to better understanding and may influence political and economic relations.*	**Generalization**
Third world Resources Arable land Interdependence Population Ethnocentrism	**Concepts**
Every student shall have the opportunity to learn to function effectively in the life role of citizen.	**State Goal**
Students will be able to examine and use information and apply these skills in decision-making and problem-solving processes.	**District Goal**
Students will be able to understand and regard individual and cultural differences and similarities.	**Program Goal**
Students will be able to demonstrate a knowledge of selected Third World countries by citing problems which those countries face.	**Course Goal**
Thinking Mathematics Reading Communication Map and globe	**Skill Development**
Third world	**Content**
Visitors to or residents of Third World nations	**Community Resources**
History Political science Economics Sociology	**Social Science Disciplines**

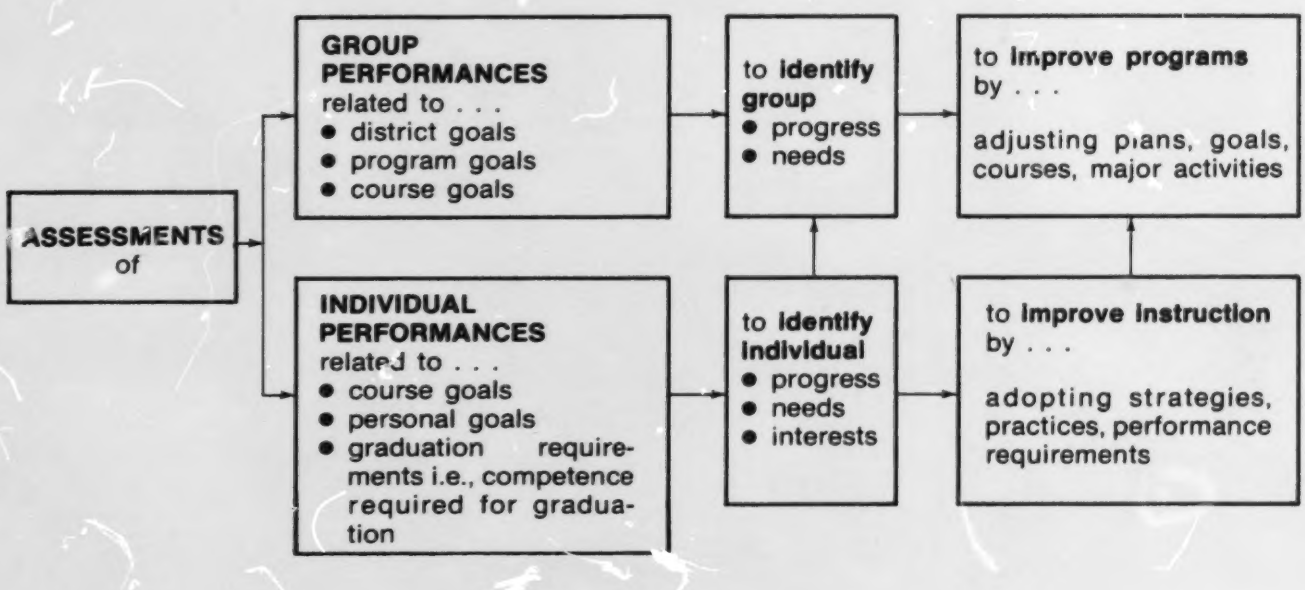
*Reminder: Study of the Third World is but one aspect of Global Studies.

ASSESSING SOCIAL STUDIES PROGRAMS

Assessment is essential to sound instructional planning. Once instructional plans are implemented, the teacher needs to determine whether students are attaining desired outcomes, and whether the social studies instruction is helping them to reach those outcomes.

Assessment activities involve both group and individual approaches. Measurement of group performance helps determine the course of study; measurement of individual student performance helps teachers plan teaching strategies. The interrelationship is shown below.

ASSESSMENT OF GROUP AND INDIVIDUAL PERFORMANCE


ASSESSMENTS of
GROUP PERFORMANCES related to . . .
• district goals
• program goals
• course goals
INDIVIDUAL PERFORMANCES related to . . .
• course goals
• personal goals
• graduation requirements i.e., competence required for graduation
to identify group
• progress
• needs
to identify individual
• progress
• needs
• interests
to improve programs by . . .
adjusting plans, goals, courses, major activities
to improve instruction by . . .
adopting strategies, practices, performance requirements

Under Goal-Based Planning, page 1 of this guide, goals were described as learning outcomes. Assessment should determine:

> The extent to which students are attaining the outcomes the community and its schools have designated (district goal).

The extent to which students are attaining the outcomes teachers and curriculum planners have designated for the curriculum (program goal).

The extent to which students are attaining the outcomes teachers have designated for a course, such as U. S. History (course goal).

Furthermore, assessment of personal goals helps determine the extent to which the student is attaining those outcomes designated as of greatest personal importance, need, or interest. Identification of learning strengths and weaknesses in a student's performance helps determine factors which enhance or inhibit attainment of desired outcomes.

Before assessment activities are conducted, clear goals and indicators describing student performance which can be accepted are necessary. Such statements guide assessment activities toward producing information that is useful in making curriculum decisions.

APPENDIX

SOME IDEAS ABOUT HOW PEOPLE LEARN

As local curriculum planners undertake a review of the social studies program there are matters which need to be considered. Among these are recent research about how humans learn, especially the various points of view about right brain/left brain learning styles. Of course the importance of excellence in teaching remains paramount, as the teacher's enthusiasm for the subject matter will "set the tone" and, to a great degree, the expectations toward which learners will strive.

The following reprint of "Learners and Learning Theory" is an excerpt from the *Framework for Science Programs*.[8] While it is appropriate for any program area, it is included here for application to social studies.

Learners and Learning Theory

Teachers and other curriculum writers must understand the nature of learners and the conditions and forces which motivate learning. Individuals have inherent worth and dignity. They have rights to develop their potential for full lives. These values are clearly set forth in national and state constitutions and related laws and regulations. Landmark court decisions in the past quarter century attest to these values. Every student has a right to the education to assure development of that worth and dignity.

Individuals as learners are unique and dynamic. Individuals come to the classroom from particular social or cultural settings bringing unique bodies, special sets of intellectual capabilities, backgrounds of wholly individual personal experiences, and singular sets of feelings, emotions, values, and goals which make up their totally individual personalities.

These differences suggest the need for variety in curriculum design, a great range of resources and teaching techniques—including opportunities for both individual and group work, and a schedule of activities encouraging the maximum development of each individual's potential. Conditions of physical arrangement, resource availability, emotional climate, student physical or intellectual limitations or endowments should not be allowed to limit opportunities for an individual's education.

Scholars of human growth and development suggest that motivation to behavior—and thus learning—has its source in meeting social, psychological and physiological needs. Humans learn as they live, and as they learn they grow. As humans grow they pass at uneven rates through stages such as infancy, childhood, adolescence and early adulthood. Needs, interests, abilities and goals also change unevenly. Some students need to satisfy curiosity, others to develop physical skills. Still others need to know about and relate in acceptable ways to the many aspects of the environment.

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[8] *Framework For Science Programs* (Salem: Oregon Department of Education, 1979), pp 94-95. You may wish to read the complete section titled "A Point of View," pp 93-96.

Many need to satisfy relations with peers of both sexes, with members of their families, and with persons in the community or around the world. In addition, adolescents and young adults need to establish a sense of personal independence and self-reliance.

Among current theories of learning, two are commonly discussed: Stimulus-response theories and cognitive field theories. Operant conditioning[1] is probably the most widely discussed of the stimulus-response theories. In the classroom, student reaction to a stimulus (teacher question, laboratory behavior, test question, fellow-student behavior) followed immediately by a positive reinforcement, if merited, will increase the probability of the same or similar response in the future. Skinner's operant conditioning theory is, of course, quite elaborate, but it finds support and application in the form of programmed instruction, learning situations where small sequential steps to learning can take place, and where certain kinds of undesirable behavior are to be overcome.

Cognitive field theories of learning emphasize perceptions, goals and personal meaning within immediate and total (whole) situations. Cognitive learning involves the use of facts, concepts and principles in thinking processes and problem solving. "Discovery" learning[2] emphasizes learners using their total experiences to grasp underlying principles which give meaning and structure to the subject. Cognitive development is more likely to be achieved through learners' internalizing information selected, organized and presented through a variety of experiences.[3] In cognitive learning it is important for the learner to develop general, inclusive, overarching concepts under which unfamiliar concepts can be grouped and related.

Possibly the most widely quoted theory in education today, one having particular impact on science education at the elementary level, suggests cognitive development takes place in stages during growth from childhood to adolescence:

sensorimotor intelligence (birth to two years)—no conceptual thought but some cognitive development observable

preoperational thought (two to seven years)—language and rapid conceptual development

concrete operations (seven to eleven years)—ability to apply logic to *concrete* problems

formal operations (11 to 15 years)—cognitive structures reach high level of development, and individual can apply logic to classes of problems[4]

These stages should be seen primarily as states of *readiness* for further development. Development in each stage is essential to success in subsequent stages.

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[1]See B. F. Skinner, pp 465-480 in Hugh V. Perkins, *Human Development and Learning*, second edition (Belmont, CA: Wadsworth Publishing Company, Inc., 1974).

[2]See Jerome S. Bruner, pp 484-486 in Hugh V. Perkins, *Human Development and Learning*, second edition (Belmont, CA: Wadsworth Publishing Company, Inc., 1974).

[3]See David P. Ausubel, pp 486-487 in Hugh V. Perkins, *Human Development and Learning*, second edition (Belmont, CA: Wadsworth Publishing Company, Inc., 1974).

[4]See Jean Piaget, pp 509-511 in Hugh V. Perkins, *Human Development and Learning*, second edition (Belmont, CA: Wadsworth Publishing Company, Inc., 1974).

STATE REQUIREMENTS FOR SOCIAL STUDIES

The Oregon Department of Education allows districts a great deal of freedom in determining social studies curriculum. Certain instruction is required, however.[1]

For the Elementary School Curriculum —

All students in each grade through eight shall be instructed in social studies including geography and history. (OAR 581-22-420)

For the High School Curriculum —

All students in grades nine through twelve shall earn one unit of credit[2] in United States History. They also must earn one unit of credit in Global Studies—an area of study for learning about the people and cultures of the world through history, geography, and other social studies disciplines, and one-half unit of credit in Government, which should include the study of local, state, and national government, including the role of the citizen in a democratic society. (OAR 581-22-316)[3]

House Joint Resolution 74 (passed by the 1977 regular session of the Oregon Legislative Assembly) urges the State Board of Education to include instruction in grades nine through twelve on the contribution of organized labor to the social and economic development of the United States as part of the required program of instruction.

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[1] *Elementary-Secondary Guide for Oregon Schools: Standards for Public Schools* (Salem: Oregon Department of Education, 1980).

[2] A unit of credit is defined as 130 clock hours of instruction.

[3] This standard requires, in addition, that each student in grades 9-12 shall earn 1 unit of credit in Personal Finance and Economics, all or part of which could be taught within the social studies program or within other curricular areas.

SOCIAL STUDIES TEXTBOOK ADOPTIONS

Oregon is one of several states which adopts textbooks on a statewide basis. Described below are the organization and operation of the State Textbook Commission and the adoption process.

The State Textbook Commission was created by act of the Oregon General Assembly, ORS 337, and is composed of seven persons who are appointed by the State Board of Education to serve four year terms. Its primary responsibility is the *selection* of textbooks and instructional materials by subject matter areas based upon criteria established by the State Board of Education. The selected textbooks and instructional materials are then submitted to the State Board for *adoption* (or rejection). Currently, the Commission selects textbooks in all subject matter areas on a six-year cyclical basis. For example, in November of 1978 selections and adoptions were made in the subject matter areas of social studies, music, and homemaking; local districts were required to implement adoptions during the 1979-80 and 1980-81 school years with the effective dates being July 1, 1979 to July 1, 1985. In the selection process, each commissioner is aided in each category by selected advisors who assist them in evaluating the numerous submissions offered by publishing firms.

Once a list of books has been adopted, Oregon law requires that all school districts with fewer than 15,000 students shall select their classroom textbooks from the adopted list. Districts with 15,000 or more students may in each subject matter area make adoptions consistent with the established criteria for the appropriate subject. In those instances where a district with fewer than 15,000 students finds that texts on the adopted list do not meet its proogram needs, upon approval of the local board of education, the district may request that the Department of Education grant it the authority to make an independent adoption. The request must document the fact that none of the books on the adopted list is adequate for its program needs and that the desired independent adoption comports with the State Board of Education's established criteria.

The State Textbook Commission six-year adoption cycle (ORS 337.050) upcoming:

STATE ADOPTION MADE	LOCAL DISTRICTS IMPLEMENT	SUBJECTS	EFFECTIVE DATES
November 1980	1981-82 and 1982-83 school years	Language Arts *(Dictionary, Handwriting, Spelling, Language, Written Composition, Speech, English Handbook, Reading, Literature)* Kindergarten—Basal Programs	7/1/81 to 7/1/87
November 1982	1983-84 and 1984-85 school years	Business Education Driver Education Foreign Languages Health Mathematics Science	7/1/83 to 7/1/89

November 1984	1985-86 and 1986-87 school years	Home Economics Music Social Studies	7/1/85 to 7/1/91
November 1986	1987-88 and 1988-89 school years	Language Arts Kindergarten—Basal Programs	7/1/87 to 7/1/93

CHECKLIST FOR THE SOCIAL STUDIES PROGRAM

In reviewing and evaluating the social studies program, the following checklist should prove helpful. Where necessary, appropriate documents should be attached.

	ITEMS	YES	NO	TARGET DATE PLANNED
1.	A written K-12 social studies philosophy/rationale or purpose statement exists.			
2.	There exists a clearly articulated, written K-12 instructional program which embraces multi-cultural, multi-ethnic perspectives.			
3.	The K-8 segment includes geography, and history. The 9-12 segment includes 1 unit of United States History 1 unit of Global Studies ½ unit of Government HJR 74 urges inclusion of the contributions of labor			
4.	All basic textbooks which are used appear on the *current* Textbook Adoptions List, or else written permission by the Department of Education is on file.			
5.	Appropriate electives Which? _____ _____ _____			
6.	A course outline for *all* courses offered should be provided for each student.			
7.	Methods employed to evaluate students' performance should be made known to students and parents. Attach a copy of the specifics.			
8.	A variety of student learning opportunities/strategies is employed—e.g., discussion, data acquisition, research, independent study, committee or group work, etc. These "opportunities" should be evidenced in classroom instruction.			
9.	A system exists whereby students' impressions, suggestions, criticisms, commendations, etc., relative to the instructional program, can be noted and utilized. Attach a copy of the specifics.			
10.	Students are encouraged to practice the skills which they are learning.			

	ITEMS	YES	NO	TARGET DATE PLANNED
11.	The teaching staff models provided for students mirror a multi-cultural, multi-ethnic society.			
12.	Students have an opportunity to become familiar with the potential for developing careers in the social sciences and allied fields.			
13.	Library facilities, which include up-to-date materials that are nonsexist and nonracist, adequately support the social studies area. In addition to standard references such as almanacs, encyclopedias, "books of the states," etc., an array of multi-ethnic, multi-cultural reading material should be available. Newspapers such as the *Sunday* edition of the *New York Times*, the *Christian Science Monitor*, the *Oregonian*, as well as local and area papers, should be available. In short, materials should enhance the instruction; e.g., if psychology is taught, *Psychology Today* should be available.			

RESOURCES FOR THE SOCIAL STUDIES PROGRAM

Resources useful in building a K-12 social studies curriculum are far too numerous for an extensive inclusion within this guide. While there are many references which one could consult, the following sources should prove helpful, depending upon one's needs. Where appropriate, these sources may be consulted for publication lists in addition to the specific titles shown.

Academic Book Center
2424 NE 52nd Ave
Portland, OR 97213

Patton, Clyde P, et al *Atlas of Oregon* (Eugene: University of Oregon Books, 1976)

The African-American Institute
School Services Division
833 United Nations Plaza
New York, NY 10017

Hail, Susan J *Africa in U S Educational Material: Thirty Problems and Resources* (New York: The African-American Institute, 1977)

Anderson, Lee *Schooling and Citizenship in a Global Age* (Bloomington, IN: Social Studies Development Center, Indiana University, 1979)

The Asia Society, Inc
112 E 64th St
New York, NY 10021

Asia in American Textbooks: An Evaluation (New York: The Asia Society, 1976) The results of a study conducted by the society.

Becker, James M, ed *Schooling for a Global Age* (New York: McGraw-Hill Book Company, 1979)

Global Perspectives in Education, Inc
218 E 18th St
New York, NY 10003

The Charles F Kettering Foundation
Suite 300
5335 Far Hills Ave
Dayton, Ohio 45429

Kingham, Jon Ray *A Guide to Four Essential Themes* (Dayton, OH: The Charles F Kettering Foundation, 1979) One of a series of publications designed for the North-Kettering School Improvement Through Global Education Program.

Michigan Department of Education
Lansing, MI 48902

Guidelines for Global Education and *Resources for Global Education* (Lansing, MI: Michigan Department of Education, 1980)

National Association of Independent Schools
18 Tremont St
Boston, MA 02108

Hall, Richard P, et al *Internationalize Your School* (Boston: National Association of Independent Schools, 1977) A handbook on content in a global studies course.

National Council for the Social Studies
3615 Wisconsin Ave NW
Washington, DC 20016

Marker, Gerald W "Global Education" *Social Education*, Vol 41, No 1 (January 1977) 12-53

Wood, Jayne M "Science and Technology for a Global Society" *Social Education*, Vol 43, No 6 (October, 1979) 420-455

How to Do It Series Brochures on many topics in social studies developed in two series between 1967 and 1979.

National Education Association
1201 NW 16th St
Washington, DC 20036

Mehlinger, Howard D, et al *Global Studies for American Schools* (Washington, DC: National Education Association, Communications Section, 1979)

Oregon Department of Education
700 Pringle Parkway SE
Salem, OR 97310
Attention: Social Studies Specialist

Elementary-Secondary Guide for Oregon Schools: Part II, Suggestions (Salem: Oregon Department of Education, 1977) Conceptual framework outline, pp. 71-72.

Government in Oregon (Salem: Oregon Department of Education, 1976) A list of reference sources, pp. 133-5.

Social Studies Textbook Criteria (Salem: Textbook Commission, 1978) The official State Board of Education criteria document for the evaluation and selection of social studies textbooks.

Oregon Historical Society
1230 SW Park Ave
Portland, OR 97205
Attention: Education Director

Overseas Development Council
Suite 501
1717 Massachusetts Ave NW
Washington, DC 20036

Interorganizational Commission on International/Intercultural Education Directory of Resources in Global Education (Washington, DC: Overseas Development Council, 1977)

SOCIAL STUDIES FOR EXCEPTIONAL STUDENTS

The concepts and generalizations inherent to the study of social studies are essential to the basic education of all students, including those students considered "special" because of handicaps, giftedness or cultural differences which set them apart from the norm. Materials are available from the Oregon Department of Education which focus on instruction for these children. In response to teacher request, however, some thoughts are presented below considering modification of curriculum and instruction for gifted children.

SOCIAL STUDIES FOR THE GIFTED CHILD

In the range of ability displayed among children, the term "giftedness" describes unusually high levels of performance, cognitively and/or affectively. For social studies, gifted abilities include comprehending, applying, and manipulating concepts.

Studies of "high creative" (divergent) students and "high intelligence" (convergent) students[1] have shown that these are two different domains of ability, both fundamentally and stylistically. Relatively few students are both "high creative' and "high intelligence"; regardless, teachers need to identify the nature of the students' abilities and provide activities and an environment suited to their particular strengths.

Since gifted students learn at an unusually rapid pace, the regular rate of instruction is considerably slower than their capacity to learn, and the students are dissatisfied with the insufficient amount and detail of the information provided in the curriculum. Further, gifted students have an above average capacity to perceive abstract, complex information and concepts. They are capable of learning and performing higher-level thinking and reasoning skills at an earlier-than-usual age. This capacity is often expressed as "insights beyond their years," which describes their ready grasp of generalizations and subtleties in the relationships of ideas.

The "high creative" student poses particular challenges to the schools, which are most suited to the convergent, achievement-oriented student. Creative individuals possess a set of personality characteristics (chief among these are strong self-concept and willingness to take risks), that gives little credence to academic and social norms. The resulting behavior may be disruptive in the more conventional school atmosphere.

Studies of gifted students over the years have isolated a number of characteristics common to giftedness:

Characteristics of the Gifted Child[2]

Cognitive Domain

— extraordinary quantity of information
— high level of language development
— high level of verbal ability
— unusually varied interests and curiosity
— advanced comprehension
— accelerated skill development
— unusual capacity for processing information
— flexible thought processes
— accelerated pace of thought processes
— early differential patterns for thought processing (e.g., thinking in alternatives, abstract terms, sensing consequences, making generalizations)
— early ability to use and form conceptual frameworks
— early ability to delay closure
— heightened capacity for seeing unusual and diverse relationships
— ability to generate original ideas and solutions
— an evaluative approach to themselves and others

Affective Domain

— large accumulation of emotional information that has not been brought to awareness
— unusual sensitivity to the expectations and feelings of others
— keen sense of humor—may be gentle or hostile
— heightened self-awareness, accompanied by feeling of being *different*
— idealism and a sense of justice, which appear at an early age
— earlier development of an inner locus of control and satisfaction
— unusual emotional depth and intensity
— high expectations of self and others, which often lead to high levels of frustration with self, others and situations
— strong need for consistency between abstract values and personal actions

The identified characteristics have provided the basis for such program modifications as:

- Accelerating the rate of introduction of new information and concepts.
- Heightening the complexity and abstract nature of the instructional material.
- Teaching to the highest possible cognitive level.
- Encouraging the students to use all thinking skills.
- Using teaching methods which will allow the gifted to learn independently.[3]

Gallagher suggests that these modifications may be achieved through:

- Content — the activities, materials and level of difficulty chosen.
- Presentation — instructional strategies and the focus of learning activities identified.
- Environment — where students learn, or the conditions under which they learn.

A fourth has been posed by Joseph Renzulli[4]:

- Product — modification of the outcomes or results of student learning.

Content

The major task of the social studies teacher is to organize a vast array of information and concepts in a meaningful way that gives students an historical perspective as it applies to their own environment and experience.

While the entire class is led to understand the overall generalizations, gifted students will grasp more complex, more abstract generalizations which embrace the dimensions of additional disciplines. In the study of slavery, for example, generalizations become more complex when students consider and draw together the disciplines of philosophy, political science, economics, and literature.

Presentation

The *how* of teaching the material is as important for gifted students as the content itself. Although well-planned curriculum is a necessity, the casual relationship is between appropriate teaching and student learning. Regular classroom instruction is generally devoted to the basic thinking skills of remembering, comprehending and applying information, with less time for the "higher-level" skills of evaluation, synthesis and analysis. When modifying instruction for the gifted, these time allocations should be reversed. One method to achieve this reversal is to consider the types of questions asked of students in classroom discussions, and the assignments given as part of instruction.[5]

The teacher may help students improve their ability to be self-directed by using several strategies:

(1) In *guided independent study* students select and carry out research on a particular topic, with supervision to help the student develop skills and to provide consistent feedback.

(2) *Discovery-learning* strategies help the student learn skills of inquiry, including alertness to concepts and generalizations.

(3) Students encouraged to observe the *methods of the discipline* learn to "think, do and feel" as a professional would. In social studies, for example, the student would learn and apply the processes used by the historian, anthropologist, archeologist, etc., in their work.

(4) In teaching *problem-solving* skills, students learn one or more approaches — from

brainstorming to logic.

The teacher may use a variety of methods to increase the *pace* of instruction for the gifted student. The rate of presentation may be accelerated; this works best with the presentation of data and other information. Fewer practice activities may be needed in order for the student to learn a given concept or skills. For the gifted child in the regular classroom, the teacher may use lessons from a higher grade level through tutorials, or self-paced instructional materials.

The Learning Environment

Gifted students are more comfortable, and learn better, in an environment where open-endedness, mutual decision-making, group interaction, and freedom of choice are emphasized. Physical placement of the gifted child may range from an independent study station in the regular classroom, to placement in an upper grade class for a portion of the day, to grouping gifted students in a conference room, library or lab. Gifted students also have done well when placed in out-of-school mentor or internship programs. For example, the student may be placed with a community professional (local politician, university historian, local archeology study team) to experience and learn realistic applications of the subject matter.

Product

When planning instruction for gifted students, it is important to consider anticipated outcomes. Outcomes help provide a focus for the modification of curriculum and instruction for the gifted. Renzulli emphasizes the importance of student products, proposing a resource room model where activities are organized around the development of student products appropriate to their abilities.

Gifted students possess a high level of curiosity and a wide range of interests. Allow students to pursue research topics as interests are awakened. Consider with students how their research results will be presented; i.e., will there be a written report in addition to a planned oral presentation? Such visualization of the final product, and the audience to receive it, will add motivation to the students' work; it also will bring the benefits of the work to the regular classroom.

The instructional modifications for gifted children described above are changes in degree, and are not major renovations in the educational practices of the classroom or school. No single modification will stand by itself as the most appropriate for gifted students. Content, presentation, environment and product outcomes are all necessary considerations. Certainly any modifications must be suited to the characteristics, style, interests and abilities of the individual child.

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[1]Getzels, J.W. and P.W. Jackson *Creativity and Intelligence* (NY: Wiley, 1962)

[2]Northwest Regional Educational Laboratory, TAG Consortium: Paper 23, Section C, 1980.

[3]Gallagher, James J *Teaching the Gifted Child*, second edition (Boston: Allyn and Bacon, Inc., 1975)

[4]Renzulli, Joseph *The Enrichment Triad Model: A Guide for Developing Defensible Programs for the Gifted and Talented* (Weathersfield, CT: Creative Learning Press, 1977)

[5]Several studies have evaluated the level of thinking emphasized by the teacher: The "Classroom Atmosphere Questionnaire" is one of the products of such research. Steele, J., E. House, S. Lapan and T. Kerins *Instructional Climate in Illinois Gifted Classes.* (Urbana, IL: University of Illinois Center for Instructional Research and Curriculum Evaluation, 1970)

Additional Reference

Maker, June *Curriculum for the Gifted* (1981, soon to be published)

SOCIAL STUDIES

YOUR VIEWS ARE IMPORTANT! After you read and examine this publication, please forward your comments to the publications staff of the Oregon Department of Education. If you would rather talk by telephone, call us at 378-8274. Or, for your convenience, this response form is provided.

PLEASE RESPOND so that your views can be considered as we plan future publications. Simply cut out the form, fold and mail it back to us. We want to hear from you!

Did you read this publication?

___ Completely
___ More than half
___ Less than half
___ Just skimmed

Does this publication fulfill its purpose as stated in the preface or introduction?

___ Completely
___ Partly
___ Not at all

Did you find this publication useful in your work?

___ Often
___ Sometimes
___ Seldom
___ Never

Which section is most valuable? _____
_____

What type of work do you do?

___ Classroom teacher
___ Consultant to classroom teachers
___ School administrator
___ Other _____

Would you recommend this publication to a colleague?

___ Yes, without reservations
___ Yes, with reservations
___ No
___ Other _____

Did you find the content to be stated clearly and accurately?

___ Always yes
___ In general, yes
___ In general, no
___ Always no
___ Other _____

Were the contents presented in a convenient format?

___ Very easy to use
___ Fairly easy
___ Fairly difficult
___ Very difficult
___ Other _____

Did you find this publication to be free of discrimination or biased content towards racial, ethnic, cultural, handicapped, and religious groups, or in terms of sex stereotyping?

___ Yes, without reservations
___ Yes, with reservations
___ No
___ Other _____

What is your impression of the overall appearance of the publication (graphic art, style, type, etc.)?

___ Excellent
___ Good
___ Fair
___ Poor

When this publication is revised, what changes would you like to see made? _____
_____
_____
_____

Additional comments. (Attach a sheet if you wish.)

_____
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_____
_____